DOCUMENT RESUME

ED 325 421 SO 030 074

TITLE	Social Studies Assessment Program: Grade 10 and Manual and Scoring Key.
INSTITUTION	Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.
PUB DATE	Jun 89
NOTE	74p.; For a related document, see SO 030 072-073.
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Answer Keys; *Course Evaluation; *Educational Assessment; Educational Resources; *Evaluation Methods; Foreign Countries; *Grade 10; High Schools; Instructional Materials; Outcomes of Education; *Social Studies; *Standardized Tests; Student Evaluation; Test Manuals
IDENTIFIERS	Manitoba

ABSTRACT

Designed to assess the success of social studies instruction for students in grade 10 in Manitoba, Canada, this test evaluation instrument contains a manual, a scoring key, and a test. Administered to determine whether students learned important ideas and skills in social studies instruction, the results of the testing will be used to improve social studies instruction in Manitoba schools. The manual and scoring key segment of the test include: instructions for administering the test; collecting the test materials; the scoring key; and a sample answer sheet. The SOLO (structure of observed outcome) Taxonomy is employed as a tool to evaluate the quality of the essay response and instructions are included to assist the instructor in evaluating this portion of the test. The test covers the following areas: (1) knowledge; (2) thinking and research skills; (3) social participation; and (4) attitudes and values. The test includes multiple choice questions, opinion, agree/disagree answers, and essays. The test design incorporates extensive visual illustrations such as maps, charts, graphs, and cartoons. (NL)

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ED325421

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 10

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 020 074

JUNE, 1989

Manitoba Education

NAME: _____

SCHOOL: _____

PART ONE

THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH STATEMENT AND **ALL** THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER.

THE SAMPLE QUESTIONS ON THIS PAGE ARE TO BE ANSWERED ON THE SAMPLE SHEET BELOW. BLACKEN THE CIRCLE **BELOW** THE LETTER (A,B,C,D,E,) THAT CORRESPONDS TO THE ANSWER YOU HAVE CHOSEN. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THE FIRST CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION. EACH QUESTION MUST HAVE ONE ANSWER ONLY.

STUDY THE TWO SAMPLE QUESTIONS BELOW. THE FIRST ONE HAS BEEN DONE FOR YOU. YOU ARE TO DO THE SECOND ONE WITH YOUR TEACHER.

125. The capital of Canada is

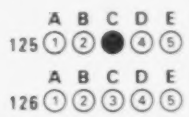
A) Winnipeg.
B) Toronto.
C) Ottawa.
D) Montreal.
E) Vancouver.

126. The term that best describes Canada's political system is

A) parliamentary democracy.
B) capitalism.
C) dictatorship.
D) welfare state.
E) multiculturalism.

BEGIN ON THE ANSWER SHEET AT NUMBER 1.

SAMPLE ANSWER SHEET



PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

1. Which of the Grade 10 geography courses are you completing?

   A) 100
   B) 101
   C) 104
   D) Other

KNOWLEDGE

2. Latitude 49°N forms part of the border between

   A) Mexico and the United States.
   B) United States and Canada.
   C) Canada and Alaska.
   D) Canada and Mexico.

3. The pattern of Canada's vegetation zones is most closely related to its

   A) climate zones.
   B) soil types.
   C) longitudinal position.
   D) landform regions.

4. Which of the following contains only items made from <u>renewable</u> resources?

   A) Telephone book, orange juice
   B) Asbestos insulation, instant coffee
   C) Plastic raincoat, soft drink can
   D) Raisin bread, steel girder

5. In geography, the term "region" is generally used to describe an area having

   A) a large concentration of manufacturing activity.
   B) similar types of industries.
   C) enough similarities to be considered as one unit.
   D) one central governing body.

6. The industrial heartland of a country can be described most accurately as the area or region

A) which has the greatest number of farming or lumbering activities.
B) in which there is a large concentration of transportation routes.
C) in which a country's financial institutions are concentrated.
D) which has the greatest concentration of manufacturing activity.

7. The disappearance of the ancient glacial lakes left level, fertile clay deposits known as

A) terminal moraines.
B) small drumlins.
C) winding eskers.
D) lacustrine plains.

8. Which term best describes the distribution of farms such as tobacco farms, market gardening and fruit farms in Southern Ontario?

A) Localization
B) Industrialization
C) Regionalization
D) Generalization

9. Land values in the Niagara Fruit Belt have been most influenced by

A) nearness to Lake Ontario.
B) urban sprawl.
C) world trade markets.
D) higher priced fruit.

10. The Agricultural Interior region of North America is a particularly good area for growing wheat because

A) the winters are mild and the summers are warm.
B) the rainfall is heavy throughout the year.
C) there are large cities and dense population to provide good markets.
D) there are large areas of suitable land available for cultivation.

11. The natural vegetation of the Prairie Region of Canada is made primarily of grassland because

A) the winter temperatures are too cold for trees to survive.
B) the early settlers cut down the trees to use for log cabins and fences and to clear fields for pasture and grain crops.
C) there is not enough precipitation to support extensive tree growth.
D) the soils are too poor to allow the growth of trees.

12. The geological base of the Agricultural Interior is an important resource of

A) metallic and non-metallic minerals.
B) fossil fuels and non-metallic minerals.
C) fossil fuels and metallic minerals.
D) mineral fuels and metallic minerals.

13. The Canadian Shield is composed primarily of

A) igneous and metamorphic rock.
B) horizontal layers of sedimentary rock.
C) volcanic rock.
D) folded and faulted rocks of all types.

14. Which type of natural vegetation would supply <u>most</u> of the raw materials for pulp and paper mills?

A) Parkland vegetation
B) Mixed forest
C) Coniferous forest
D) Deciduous forest

15. The "tree line" refers to the

A) northern limit of a particular species of trees.
B) line up to which the land has been cleared for agriculture and beyond which it is still in forest.
C) approximate northern limit of tree growth.
D) blaze marks used by a logging survey crew to identify trees for cutting.

16. Which resources are most commonly associated with the Canadian Shield area?

A) Petroleum, fertile soil
B) Metallic minerals, forests
C) Fertile soils, metallic minerals
D) Forests, petroleum

17. Some native people in The North suffer from Minamata disease which is

A) a direct result of mining in the in the Canadian Shield.
B) caused by mercury pollution from pulp and paper mills.
C) a cause of severe unemployment in the forest industry.
D) caused by lead pollution from gasoline emissions.

18. Which is the most valuable catch off the west coast of Canada?

A) Salmon
B) Crab
C) Halibut
D) Tuna

19. What major resource is exported to Japan through the Robert's Bank superport at Vancouver?

A) Coal
B) Petroleum
C) Lead-zinc
D) Copper

20. The explanation for the shifting continents and mountain building processes on the earth's surface is called

A) weathering.
B) deposition.
C) sedimentation.
D) plate tectonics.

21. The orchards in the Okanagan Valley are located mainly on benchlands (terraces or valley sides) because of

A) frosts.
B) winds.
C) insects.
D) harvesting.

22. Where are most of the lumber mills of the Western Cordillera located?

A) Windward slopes of the interior plateau
B) Leeward slopes of the interior plateau
C) Leeward slopes of the coastal mountains
D) Windward slopes of the coastal mountains

23. The area known as the Grand Banks is

A) a fishing ground off the coast of Newfoundland.
B) a range of hills in central New Brunswick.
C) the major commercial zone in downtown Montreal.
D) a tourist region in the foothills of the Rocky Mountains.

24. In which of the following coastal waters does the highest tidal range occur?

A) The Gulf of St. Lawrence
B) The Bay of Fundy
C) Hudson Bay
D) Northumberland Strait

25. The major dispute between Newfoundland and St. Pierre-Miquelon has been over

A) seal hunting.
B) factory ships.
C) methods of fishing.
D) fishing areas.

26. The decline in forestry in the Appalachians is due to

A) government policies.
B) lack of reforestation.
C) free trade.
D) foreign trade tariffs.

27. The most important coal fields of North America are found in the

A) Appalachians.
B) Hudson Bay Lowlands.
C) Great Plains.
D) Great Lakes-St. Lawrence Lowlands.

28. The water of Lake Erie flows into

A) Lake Michigan.
B) Lake Superior.
C) Lake Ontario.
D) Lake Huron.

29. The present shape and size of the Great Lakes are mainly due to the effects of

A) river erosion.
B) glaciation.
C) faulting.
D) folding.

30. Which of the following can be classified as a primary industry?

A) Tourism
B) Mining
C) Manufacturing
D) Government services

31. Which is an example of the influence of the Great Lakes on the climate of southern Ontario?

A) They make the region warmer in summer.
B) They make the region colder in winter.
C) They make the region more moderate all year.
D) They decrease the amount of precipitation in the region.

32. Which one of the following would be <u>most useful</u> in identifying a manufacturing region?

A) Statistics on the percentage of the work force employed in industry
B) Statistics on the birth rate and the death rate
C) Statistics on the net rural urban migration
D) Statistics on the availability of hydro electricity

33. Which style of music originated in the Caribbean?

A) Rock
B) Classical
C) Country and western
D) Calypso

34. Which one is Jamaica's major mineral export?

A) Iron ore
B) Copper
C) Silver
D) Bauxite

35. What is one important export crop grown in the Caribbean Islands?

A) Sugar beet
B) Sugar cane
C) Rice
D) Citrus Fruit

36. Which country is Canada's major trading partner?

A) United States
B) Britain
C) Japan
D) U.S.S.R.

37. Which best explains the low level of trade between Cuba and the United States?

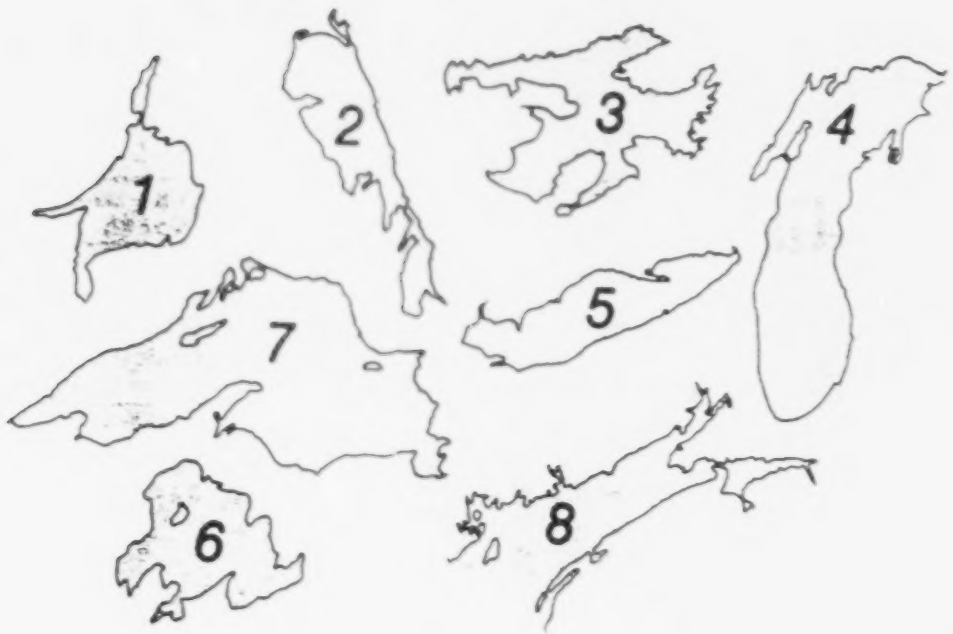
A) The countries are too far apart in distance
B) The two countries tend to produce identical products
C) The political differences between the two countries.
D) Cuba does <u>not</u> produce goods for export

PLEASE GO TO THE NEXT PAGE.

THINKING AND RESEARCH SKILLS

CONTINUE ON THE ANSWER SHEET AT NUMBER 38.

Note: Outlines are drawn to different scales.



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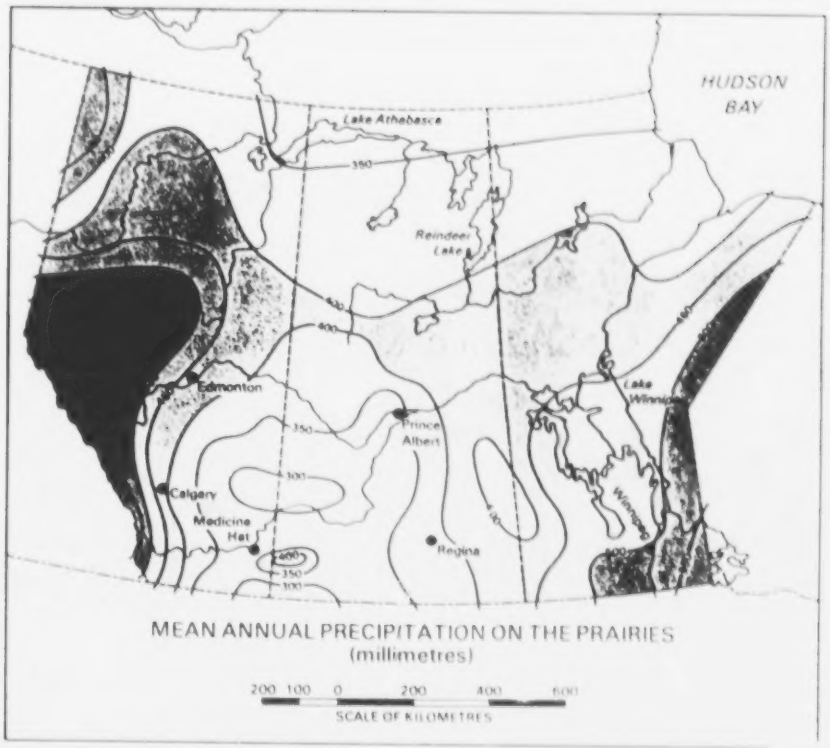
38. Using the above outline sketches of water bodies associated with North America, identify Lake Michigan.

A) 2
B) 4
C) 5
D) 7

39. Which lines are represented on the map?

A) Isobaths
B) Isotherms
C) Isohyet
D) Isobars



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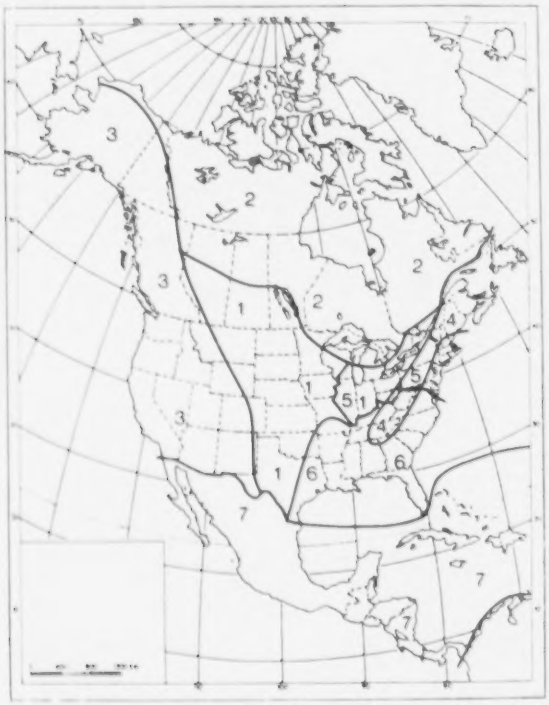
40. Which regions share the largest overlap (common area)?

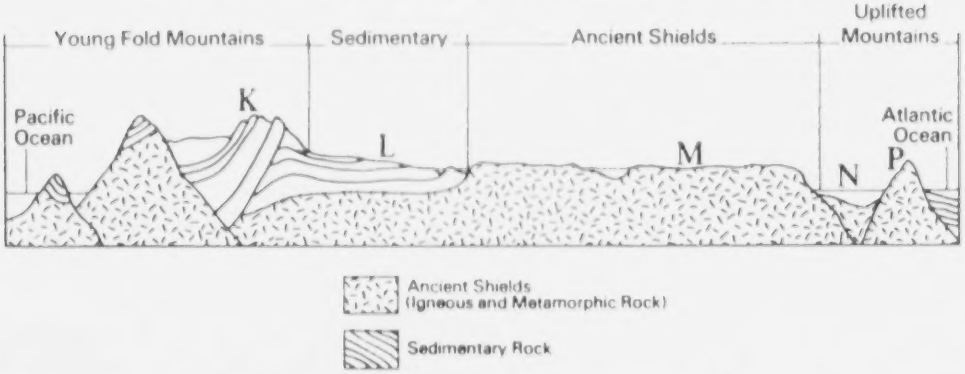


A) Appalachia and Agricultural Interior
B) The North and Agricultural Interior
C) Western Cordillera and Industrial Heartland
D) Industrial Heartland and Appalachia

41. The region represented by the letter "P" on the cross section is the

A) Appalachians.
B) Interior Plains.
C) Canadian Shield.
D) Western Cordillera.

CROSS SECTION OF CANADA AT 50°N LATITUDE



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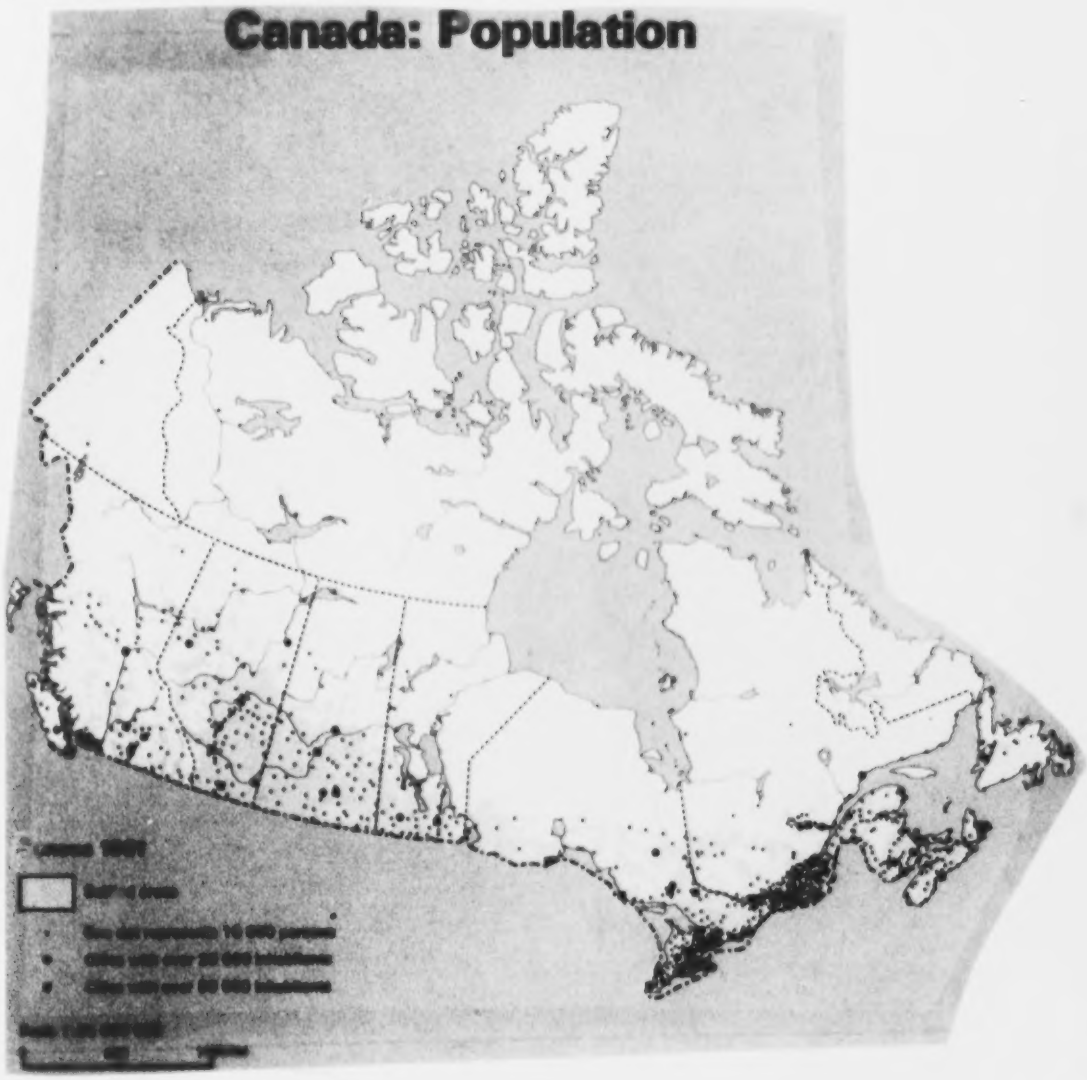
42. Which <u>one</u> of the following <u>would not be</u> considered a resource by the Plains Indians of the early 1700's?

A) Water sources
B) Wildlife (birds and animals)
C) Vegetation
D) Soil fertility

43. In which of the following regions of Canada is the population evenly distributed but of low density?

A) Newfoundland
B) Southern Saskatchewan
C) Golden Horseshoe
D) Fraser Delta



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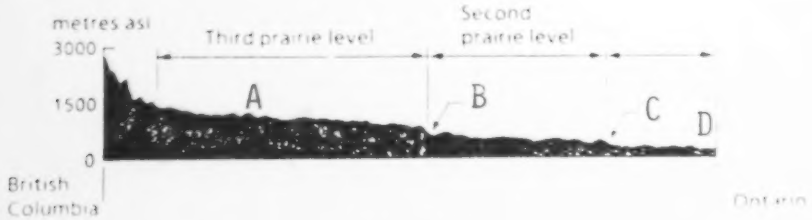
44. Use the profile across the prairies below.
The Manitoba Escarpment is identified by the letter

A) A.
B) B.
C) C.
D) D.



PROFILE

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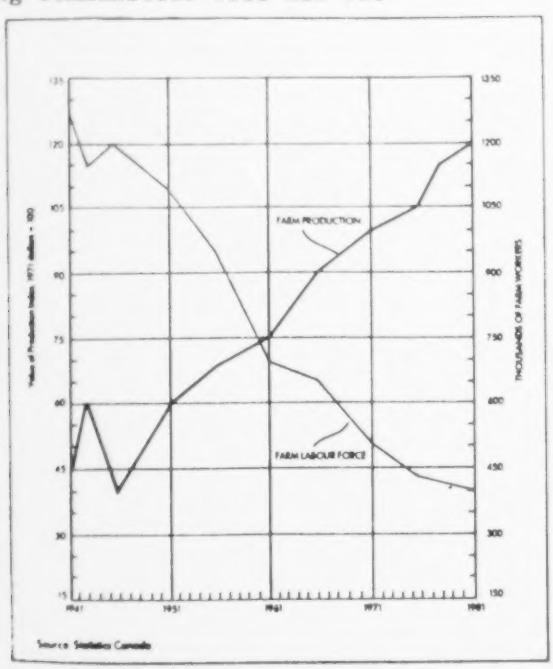
45. What trend in settlement patterns for the rural Agricultural Interior is suggested by this graph?

A) Fewer farmers will be needed in the future
B) Large farms are no longer needed
C) Farm production is declining
D) All farming communities will die out



TRENDS IN FARM PRODUCTION AND LABOUR FORCE

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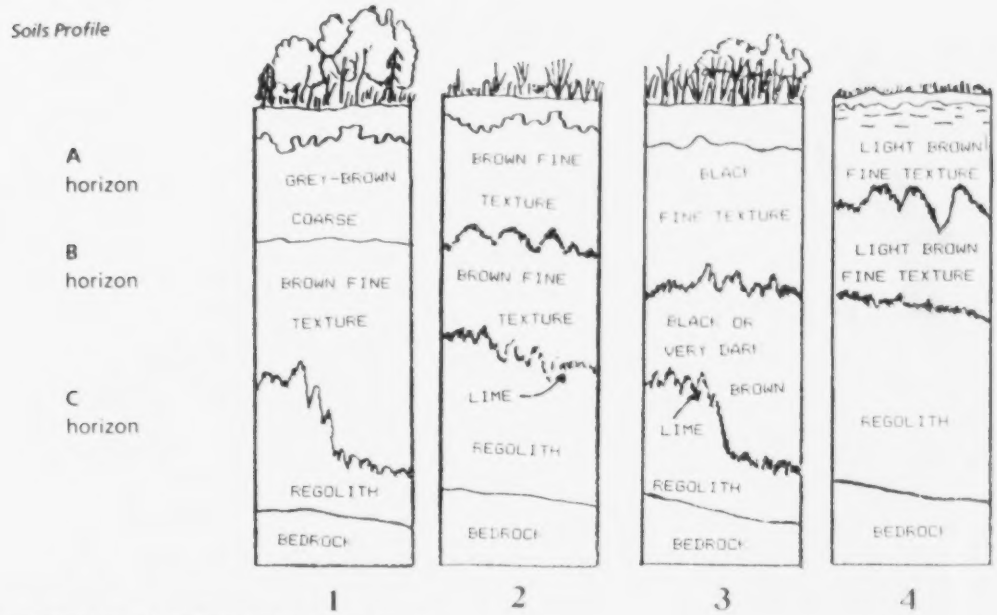
46. Using the soil profile diagrams, arrange them in the correct order from west to east across the Agricultural Interior.

A) 1,4,2,3
B) 4,3,1,2
C) 4,2,3,1
D) 2,1,3,4



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47.

ALERT, N.W.T.	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	YEAR
Temp. °C	-34	-34	-33	-22	-9	-5	4	0	-9	-15	-26	-31	-18
Precip. mm	5	7.5	7.5	7.5	12.5	15.0	12.5	27.5	25.0	22.5	5.0	10.0	

The annual range of temperature at Alert may be described as being

A) 38.
B) 32.5.
C) 30.
D) 22.5.

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48.

CHURCHILL,MB.	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	YEAR
Temp. °C	-27	-26	-20	-11	-1	-6	13	12	-6	-2	-14	-23	-7
Precip. mm	10.0	7.5	17.5	17.5	15.0	35.0	62.5	62.5	47.5	37.5	20.0	15.0	347.5

What is the wettest season at Churchill?

A) Fall
B) Winter
C) Spring
D) Summer

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49. What is the main concern of the Native people in the cartoon?

A) Environmental
B) Animal rights
C) Water supply
D) Land claims

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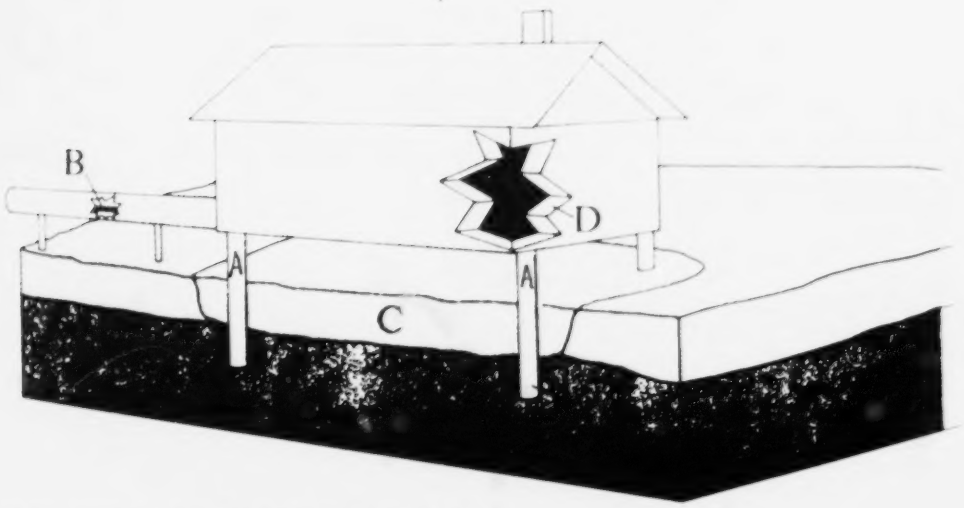
50. You have moved to Aklavik and decide to build a house. A number of modifications have to be made to solve the permafrost problem. Three of the modifications below are to solve this permafrost problem and one is not. Which modification does not relate directly to the permafrost problem?

A) A - concrete pilings
B) B - insulated casing for water/waste pipes
C) C - gravel bed foundations
D) D - double insulation in house walls



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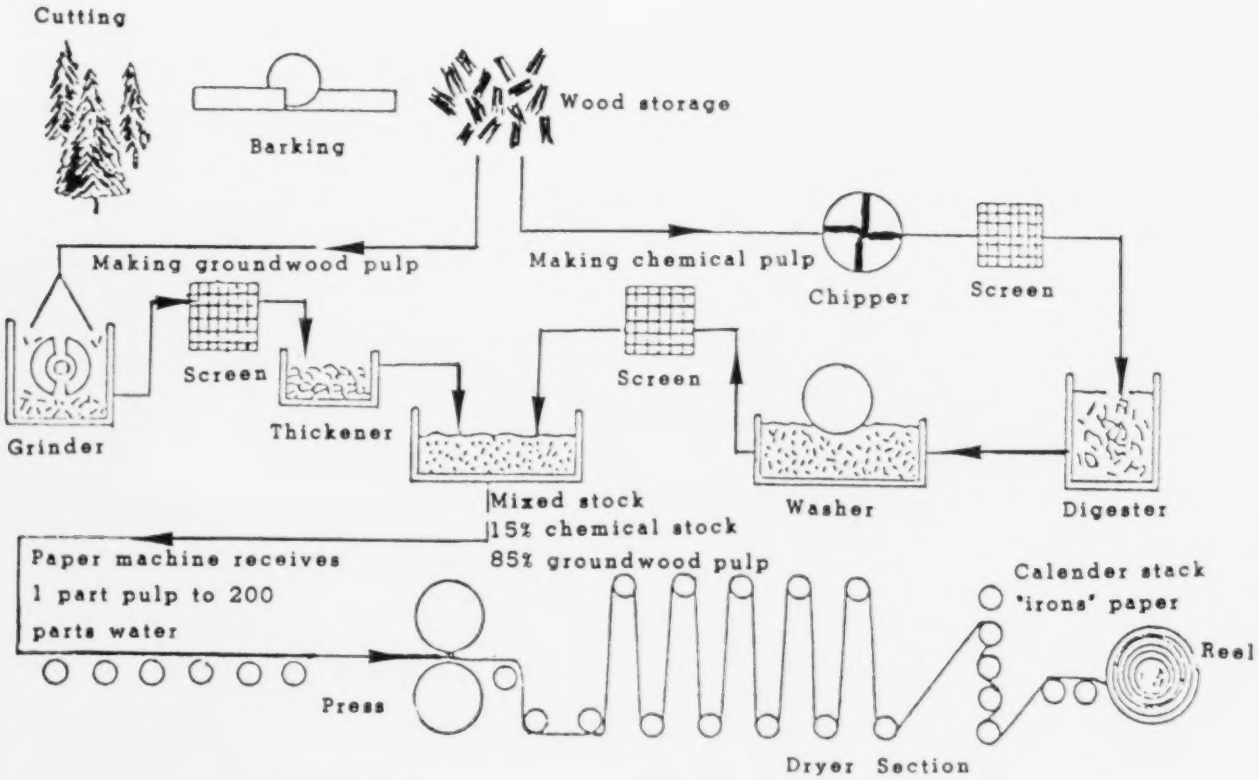
51. The similarity between the production of groundwood pulp and chemical pulp is that

A) both are washed.
B) both are chipped.
C) both are ground.
D) both are screened.

HOW NEWSPRINT IS MADE



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O Lamented Land

The melancholy cry of a loon
  echoes through
  these northern wilds
It is a solemn land
  a lonely land
  a patient land
  waiting
  unchanging
Frozen in time
Age and rock
Water and bush
A crucible of life
A refuge for
  mammals and birds and fish
Old Indian campsites
Voices from the past
  shrouded in darkness
  and imagination
The progression of life
  slowly marching
  towards the morning light
But voices from the present cry
  'steel concrete power'
  these are 'real needs'

Foreign men
  who have no roots here
  are building
  roads and dams
To bring a flood
to erase
  a treasured gift
  which they don't see
Let the Cree
  who live here
Who buried their fathers here
Who watched cold and winter
  and starvation
  and survived
Let these people decide
Their silent gaze speaks
  of memories and needs
  of animal spirits
  and ancestral deeds
This is
  their native land

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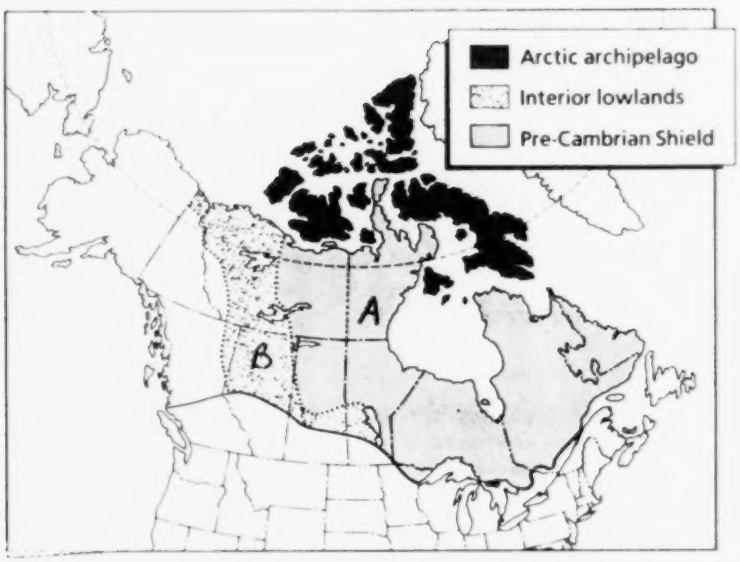
52. Which statement in the poem above most closely represents the view of the writers?

A) Multinationals are greatly appreciated in the North.
B) The environment should be left in its natural state.
C) Land claims have to be settled.
D) The sector principle should be applied to the North.



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53. Refer to the map above.
The differences between the subregions marked A and B are due to

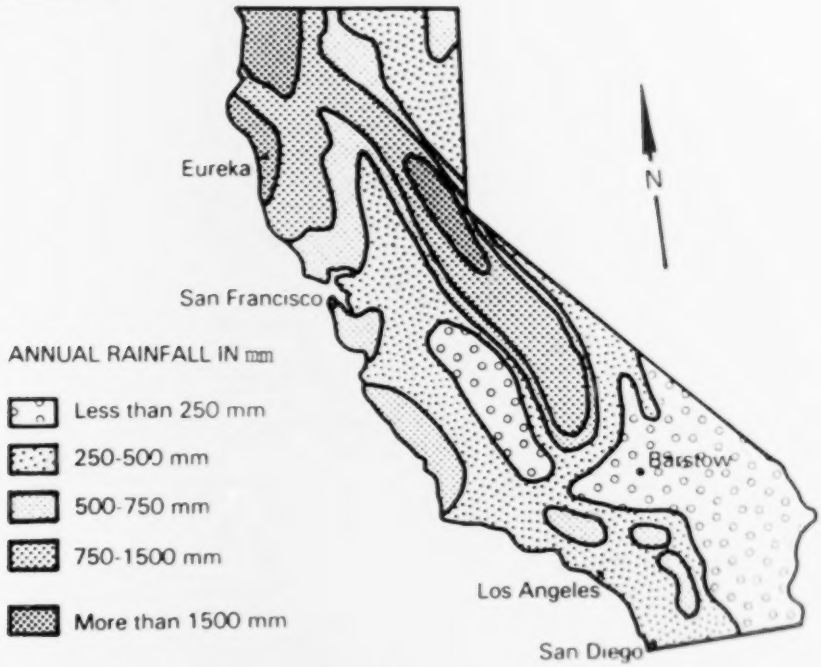
A) Amount of precipitation
B) Temperature
C) Rock type
D) Population numbers

54. In a photograph you observe much wooded land interrupted by patches of rock. You are most likely right if you assume that

A) there is not enough rainfall for agriculture.
B. farming is limited due to the absence of roads.
C) soils are thin and the area is not suited to agriculture.
D) there is no demand for food production in this area.

55. Which one of the following would receive the fewest hours of sunshine during a typical year?

A) Barstow
B) Los Angeles
C) Eureka
D) San Francisco



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56. Between 2 and 4 there is a process of

A) rising, cooling and evaporating.
B) rising, warming and evaporating.
C) rising, cooling and condensing.
D) rising, warming and condensing.

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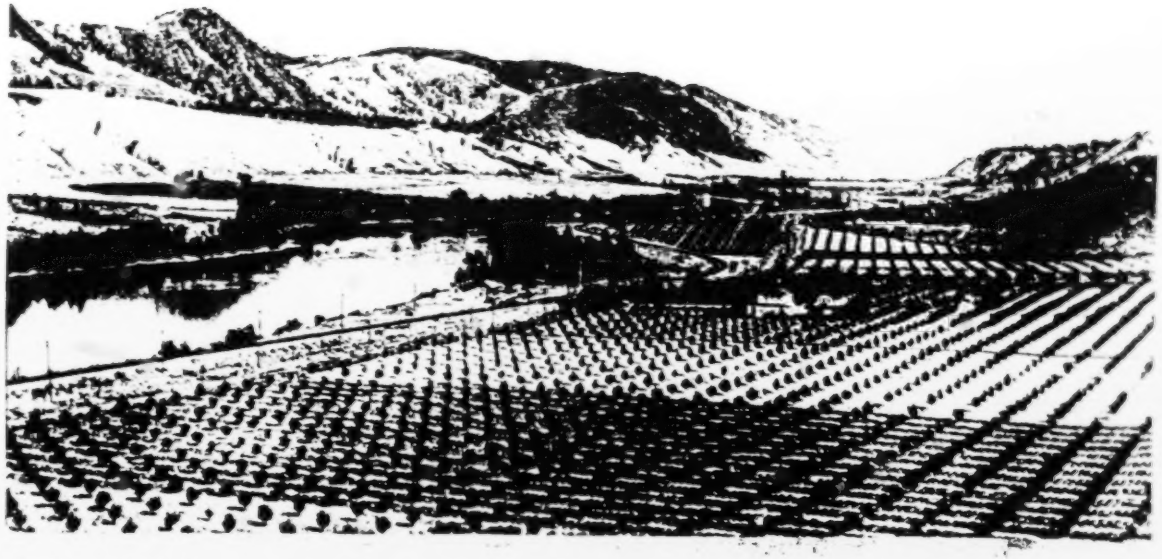

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57. What type of agriculture is shown in the above photo?

A) Fruit trees
B) Market gardening
C) Mixed farming
D) Dairying

58. What is the most important agricultural activity in the Fraser delta?

A) Market gardening
B) Mixed farming
C) Flower production
D) Orchards

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59. Choose from the following diagram the method of fishing called purse seine.

A) A
B) B
C) C
D) D

DIAGRAM A

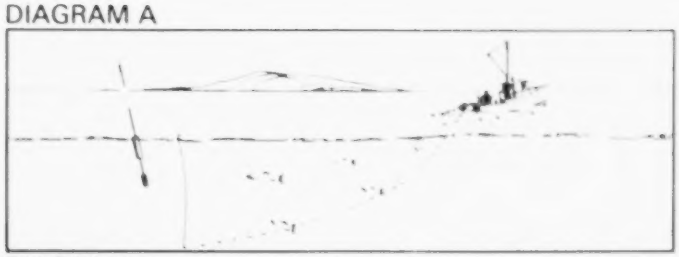


DIAGRAM B

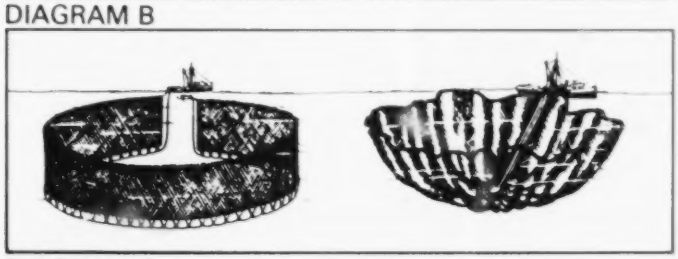


DIAGRAM C

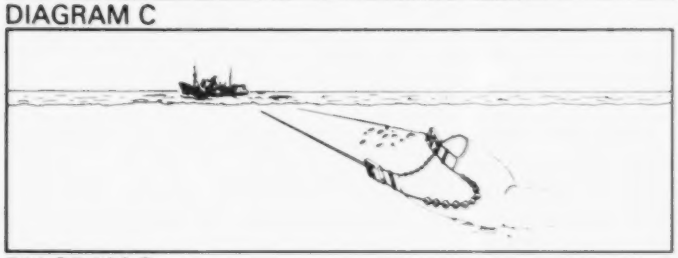
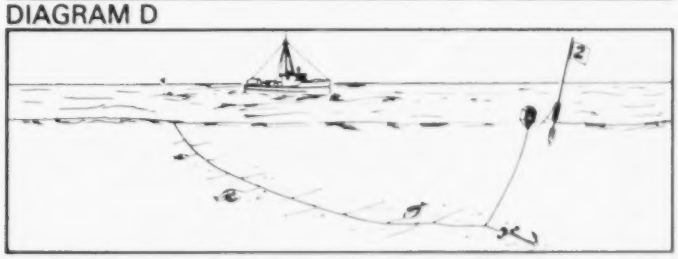


DIAGRAM D



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60. In which of these regions is this setting most likely to be found?

A) Agricultural Interior
B) Western Cordillera
C) The Appalachians
D) Industrial Heartland

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61. Which economic activity is shown at the <u>coastal edge</u> of Atlantic Canada?

A) Coal mining
B) Lumbering
C) Farming
D) Fishing

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Atlantic Canada Fisheries - Quantity and Value of Catch by Selected Species

	1979	1980	1981	1982	1983
Cod					
Catch*	377 986	422 092	439 433	517 352	506 686
Value**	121.3	142.9	162.9	193.3	186.3
Haddock					
Catch	34 599	54 262	57 024	46 403	39 777
Value	16.0	26.5	24.9	23.1	24.3
Herring					
Catch	187 568	176 915	161 442	147 250	142 425
Value	40.0	42.7	27.0	27.9	23.4
Scallop					
Catch	89 488	70 472	89 896	65 100	51 255
Value	74.5	68.5	99.6	60.5	70.8
Lobster					
Catch	21 576	20 088	21 697	22 804	27 613
Value	83.8	80.0	93.5	112.8	141.9
Crab					
Catch	30 266	29 386	38 238	49 051	41 514
Value	20.2	16.8	21.9	40.1	57.0
Total of All Species					
Catch	1 237 702	1 156 088	1 191 097	1 197 632	1 108 024
Value	507.8	510.1	564.9	589.2	621.2

*metric tonnes, live weight

**$000 000 (Cdn)

Source: Canadian Fisheries, Annual Statistical Review 13 (1980); Annual Statistical Review 14 (1981); Fisheries and Oceans, Highlights of Canadian Fisheries (1983) Ottawa

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62. According to the table above, <u>in 1982</u>, which of the following statements is correct?

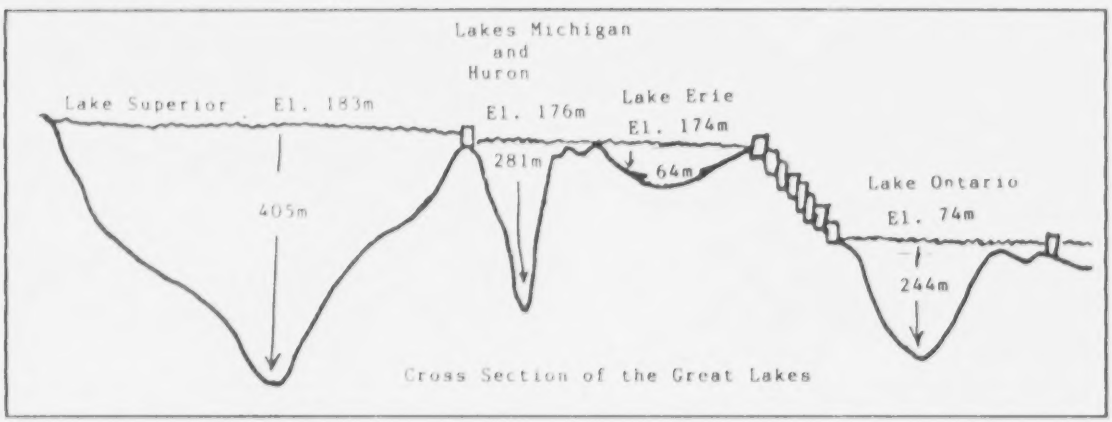
A) Cod made up over half of the total value of fish
B) Herring was of the least value
C) Lobster was of more value than crab
D) Haddock was of more value than lobster

63. Which one of the following statements <u>best</u> describes the relationship between population distribution and the concentration of manufacturing?

A) Where manufacturing concentration is high, urban population is low
B) Where manufacturing concentration is low, urban population is high
C) Where manufacturing concentration is high, urban population is high
D) There is little relationship between urban population concentration and the concentration of manufacturing

64. What is the total drop in elevation from Lake Superior to Lake Ontario?

A) 109 m
B) 121 m
C) 161 m
D) 183 m



URBAN/RURAL POPULATION DISTRIBUTION IN CANADA				
	% RURAL POPULATION	% RURAL FARM POPULATION	% URBAN POPULATION	NUMBER OF CITIES OF 100 000 POPULATION & OVER
1871	81.7		18.3	
1881	76.7		23.3	
1891	70.2		29.8	
1901	65.1		34.9	2
1911	58.2		41.8	4
1921	52.6		47.4	6
1931	47.5	32.0	52.5	7
1941	44.3	26.2	55.7	8
1951	37.6	19.7	62.4	10
1961	30.3	11.8	69.7	12
1971	23.9	6.6	76.1	19

65. The percentage of people living in urban areas became greater than the percentage of people living in rural areas in

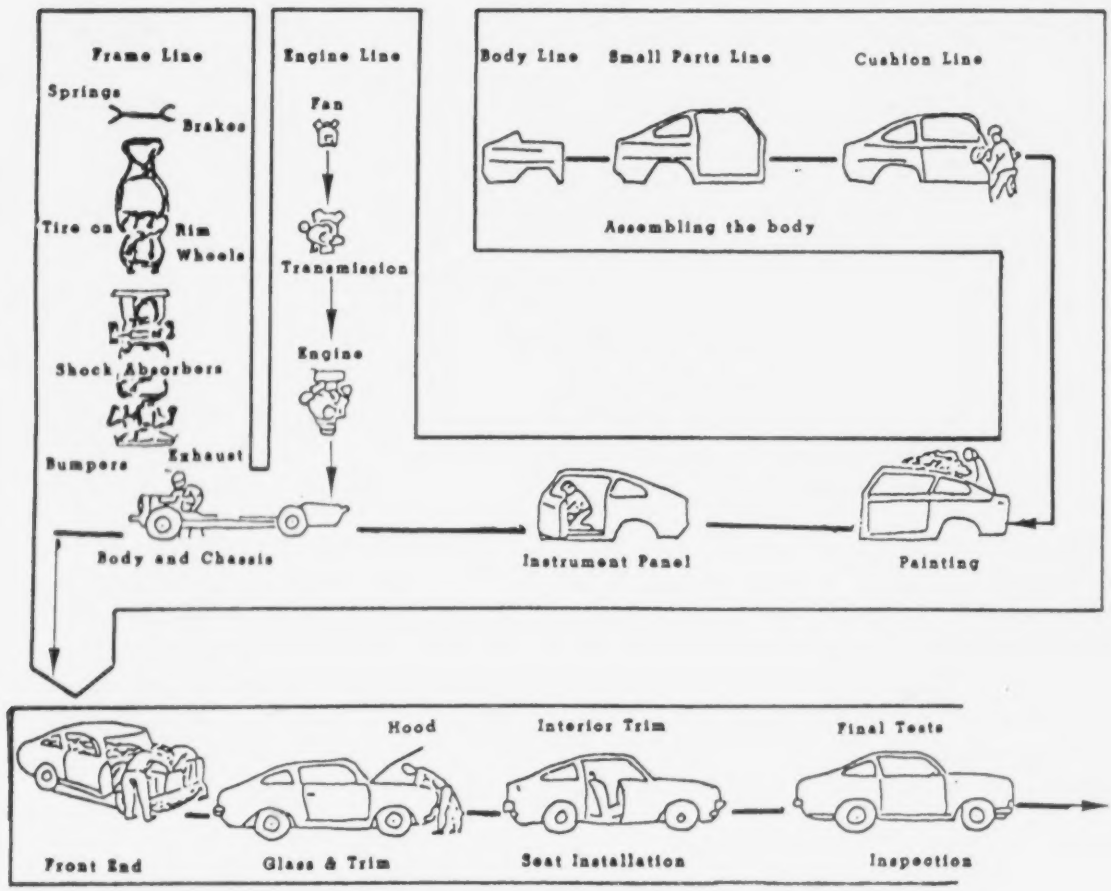
A) 1911.
B) 1921.
C) 1931.
D) 1941.

Used by permission of Ontario Assessment Pool.

Used by permission of Tribune Media Services, Orlando, Florida,

66. Using the above cartoon, the cartoonist is trying to state which of the following about foreign cars?

A) They are smaller than American cars
B) They are better quality cars than American
C) They are lowering prices to compare with American cars
D) They are hurting the American economy



67. All stages in the assembly process as shown in this flow chart use

A) manufactured products.
B) a combination of raw materials and manufactured products.
C) hand tools.
D) raw materials.

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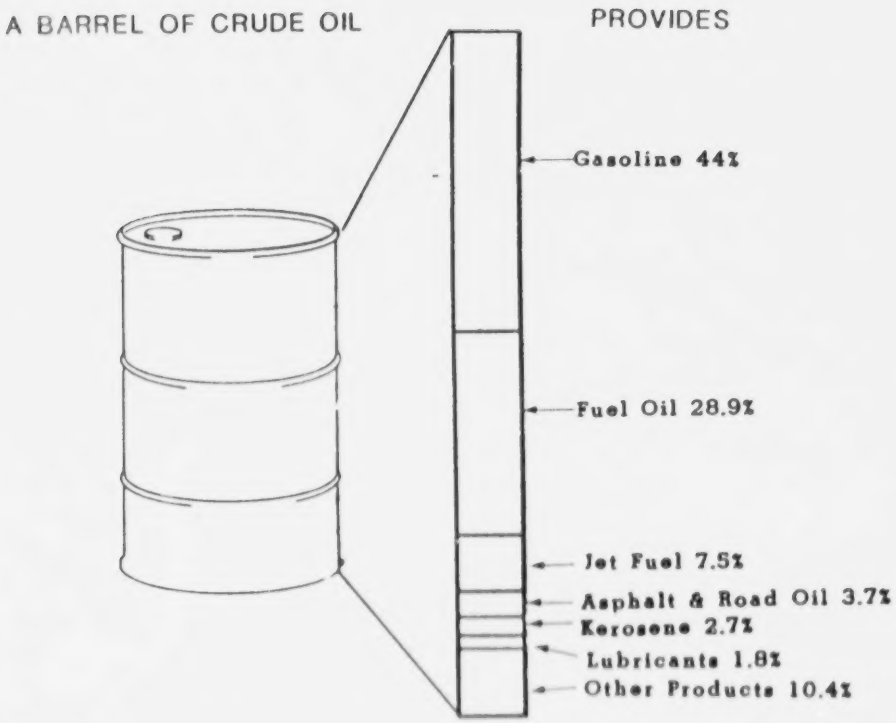

68. What percentage of a barrel of crude oil is refined for use as gasoline and jet fuel?

A) 44.6%
B) 48.9%
C) 51.5%
D) 54.2%

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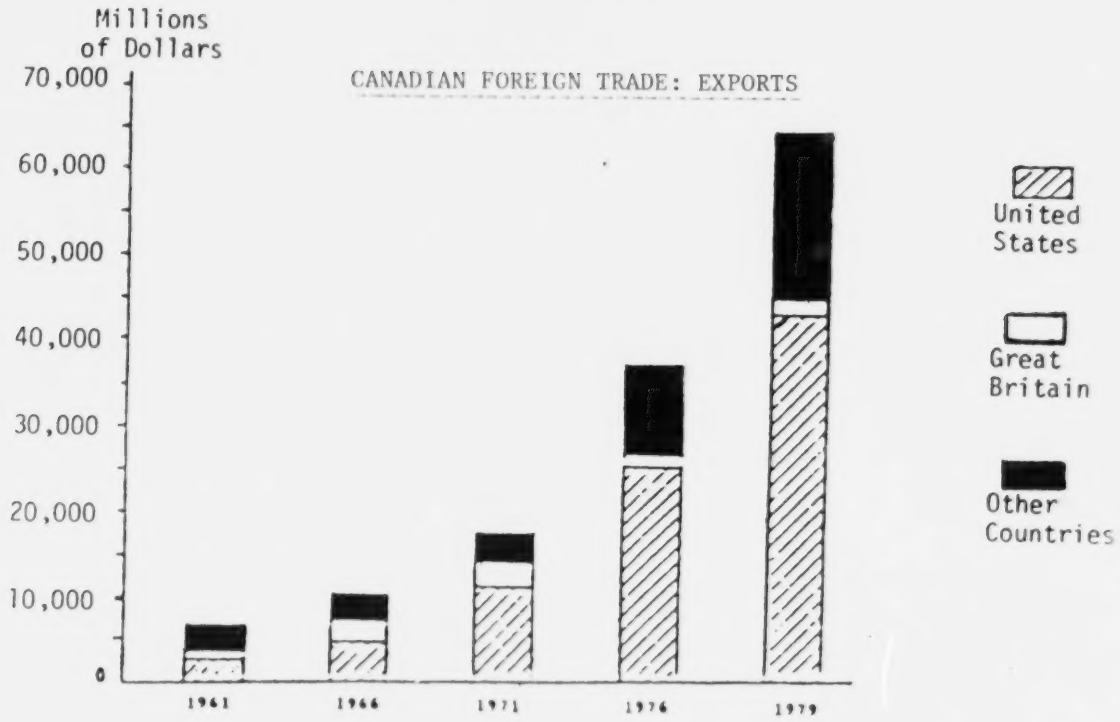

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69. Use the chart above.
Approximately what percentage of the total Canadian export went to the United States in 1979?

A) 20%
B) 40%
C) 60%
D) 80%

Value of Exported Goods from Canada to North American Trading Partners

Destination	Canadian Exports ($000 000 Cdn) 1977	1982
West Indies		
Bahamas	13.3	27.5
Barbados	17.4	32.1
Jamaica	38.5	68.5
Leeward-Windward Islands	21.0	32.1
Trinidad-Tobago	53.4	139.8
Cuba	190.4	324.4
Dominican Republic	25.8	50.4
French West Indies	1.2	3.6
Haiti	16.0	23.6
Netherlands Antilles	9.3	34.1
Puerto Rico	61.3	98.9
U.S.Virgin Islands	2.5	19.8
Central America		
Belize	1.7	2.1
Mexico	221.9	446.5
Panama	20.2	36.4
Central American Common Market		
Costa Rica	14.1	15.9
El Salvador	13.6	14.2
Guatemala	16.6	34.0
Honduras	9.0	15.3
Nicaragua	9.2	15.6
Other		
St. Pierre-Miquelon	12.2	29.7
United States	31 111.5	55 839.7
Canada	-	-
All Countries	**44 553.5**	**57 304.2**

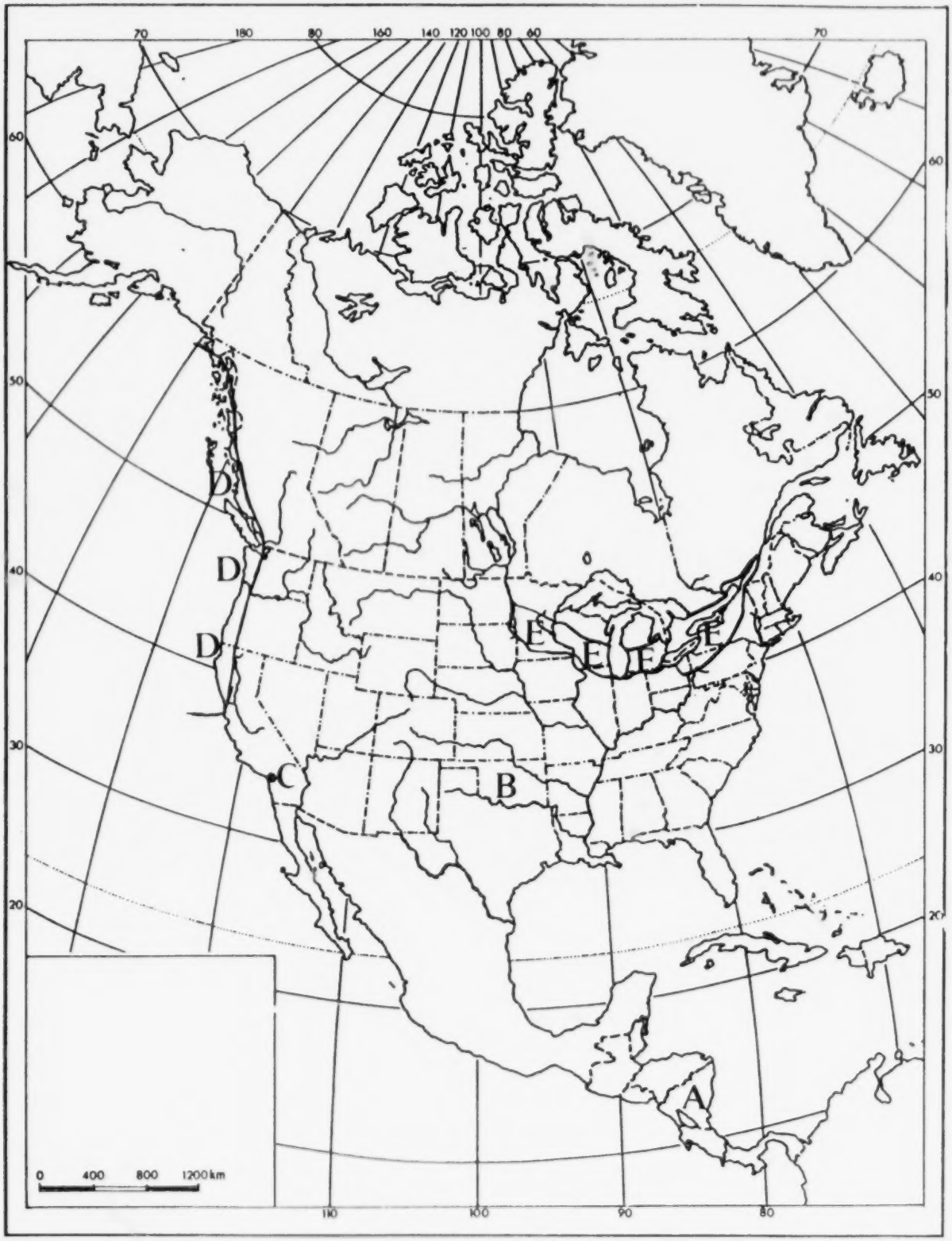
Sources: Canada Year Book 1980-81; Statistics Canada, Cat. No. 65-001, Summary of External Trade, U.S. Bureau of the Census, Statistical Abstract of the United States 1984 (104th edition) Washington, DC, 1983

Used by permission of Oxford University Press.

70. Use the above chart.
To which country did Canada export the third largest value of trade goods in 1982?

A) Jamaica
B) United States
C) Mexico
D) Cuba

CONTINUE ON THE ANSWER SHEET AT NUMBER 71.



QUESTIONS 113 TO 117 REFER TO THE MAP OF NORTH AMERICA ON THE OPPOSITE PAGE.

71. Identify the country labelled "A" on the map.

A) Nicaragua
B) Costa Rica
C) Belize
D) Panama

72. Identify the state labelled "B" on the map.

A) Kansas
B) Oklahoma
C) Nebraska
D) Texas

73. Identify the city labelled "C" on the map.

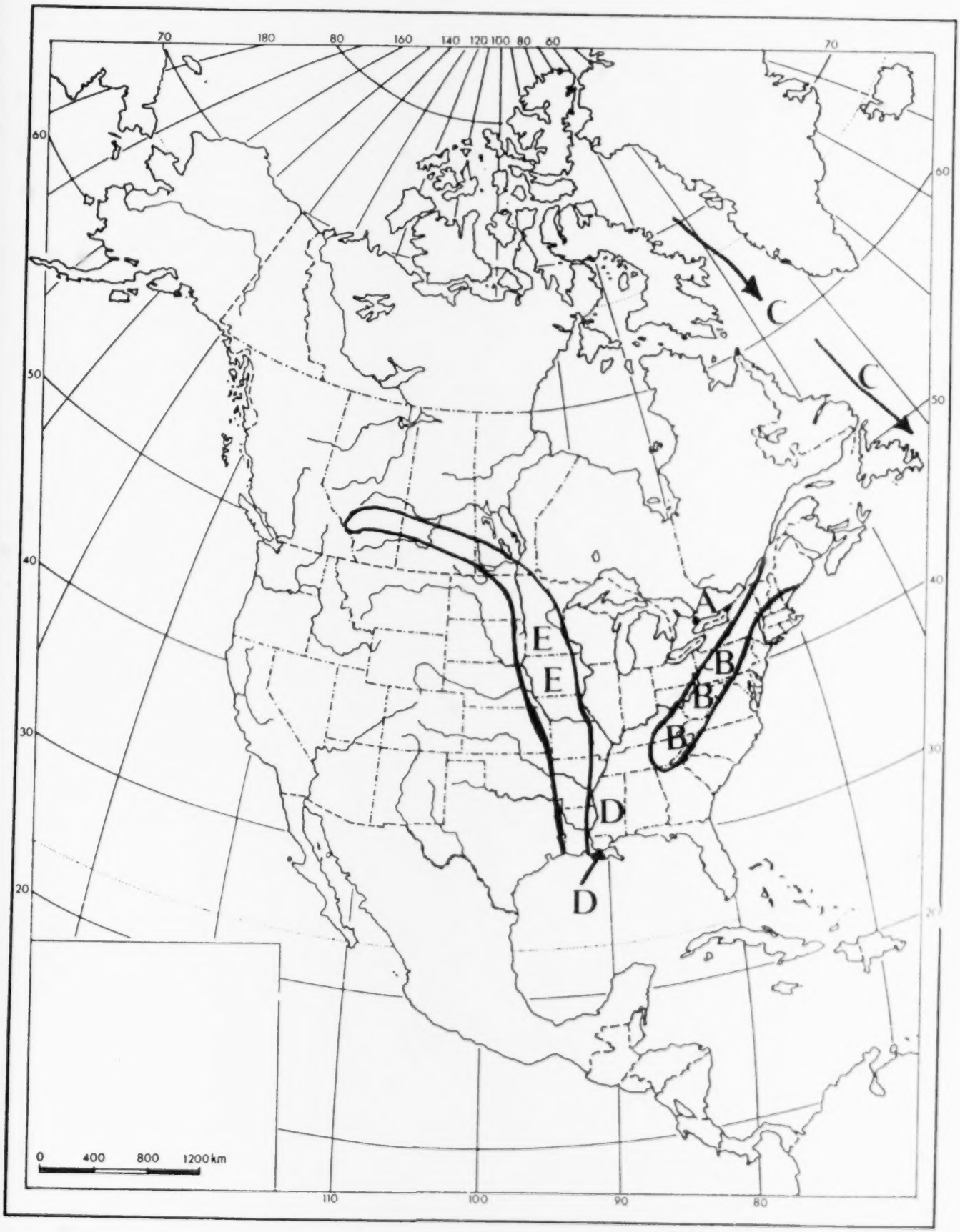
A) Los Angeles
B) San Diego
C) Oakland
D) San Francisco

74. Identify the climatic region labelled "D" on the map

A) West Coast Marine
B) Desert
C) Semi-desert
D) Mediterranean

75. Identify the regionalized agricultural activity area labelled "E" on the map.

A) Spring wheat
B) Dairy belt
C) Corn belt
D) Cotton belt


70
180
80
160
140
120
100
80
60
70
60
50
40
30
20
C
C
A
B
B
B
E
E
D
D
0
400
800
1200 km
110
100
90
80

QUESTIONS 76 TO 80 REFER TO THE MAP OF NORTH AMERICA ON THE OPPOSITE PAGE.

76. Identify the city labelled "A" on the map.

A) Montreal
B) Toronto
C) Hamilton
D) Quebec City

77. Identify the physical feature "B" on the map.

A) Coastal Mountains
B) Appalachians
C) Rockies
D) Canadian Shield

78. Identify the ocean current labelled "C" on the map.

A) Gulf Stream
B) California
C) Alaskan
D) Labrador

79. Identify the river labelled "D" on the map.

A) Mississippi River
B) Missouri River
C) Ohio River
D) Colorado River

80. Identify the soil type area labelled "E" on the map.

A) Black chernozem
B) Podzolic
C) Semi-desert
D) Alluvial deposits

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO

THIS PART HAS NO RIGHT OR WRONG ANSWERS. YOU ARE TO GIVE YOUR OWN OPINION OR TO STATE HOW OFTEN YOU BELIEVE CERTAIN THINGS HAPPEN.

THERE ARE TWO SAMPLE ITEMS BELOW. THE FIRST HAS BEEN DONE FOR YOU. THE ANSWER GIVEN IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION.

EACH QUESTION **MUST HAVE ONE ANSWER ONLY**.

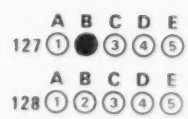
127. How often do you read science fiction?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

128. Canada is the best country in the world.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

SAMPLE ANSWER SHEET



BEGIN ON THE ANSWER SHEET AT NUMBER 81.

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

SOCIAL PARTICIPATION

81. As part of your Social Studies class, how often do you have a class newspaper or bulletin board display on topics discussed?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

82. As part of your Social Studies class, how often do students participate in a hypothetical or imaginary tour (e.g., slides, video)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

83. As part of your Social Studies class, how often do students participate in group activities (e.g., simulations, role-playing, skits, games, co-operative learning)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

84. As part of your Social Studies class, how often do students discuss or express opinions on Social Studies topics as part of their lessons?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

85. As part of your Social Studies course, how often do you go on trips or visits outside the classroom (e.g., museum, farm, library, business, grain elevator, rail yard, fertilizer plant)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

86. As part of your Social Studies class, how often have you written a letter to a newspaper, a politician, or anyone else about a Social Studies topic?

A) Often
B) Three times
C) Twice
D) Once
E) Never

87. As part of your Social Studies class, how often do you study or discuss ways that ordinary people can get involved in social and political issues?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

88. As part of your Social Studies work, how often are you involved in projects that study community problems?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

89. As part of your Social Studies class, how often do students make an oral presentation or report to the class?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

90. As part of your Social Studies class, how often do students work on a group or class project which takes several days?

A) At least once a week
B) At least once a month
C) A few times a year
D) Never

91. As part of your Social Studies class, how often do outside speakers come to talk to the class/school?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

92. As part of your Social Studies class, how often do students work together in small groups (e.g., to do research, prepare a report, brainstorm)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

93. As part of your Social Studies class, how often do students discuss current events?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

94. As part of your Social Studies class, how often do students use current materials (e.g., film clips, newspapers)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

95. As part of your Social Studies class, how often do students watch audio-visual sources for information (e.g., T.V, film, filmstrips, slides)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

96. As part of your Social Studies class, how often do students use other sources (e.g., newspapers, magazines) to gather information?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

97. As part of your Social Studies class or school, how often do students participate in activities showing concern for other areas of North America or the World (e.g. adopted a foster child, support the Red Cross, UNICEF)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

98. In the past year, has Social Studies influenced you to participate in a school committee such as the U.N., Red Cross, peace groups, charity groups, etc.?

A) Not at all
B) Somewhat
C) A few times
D) Significantly

99. In the past year, has Social Studies influenced you to participate in viewing TV documentaries, discussing social issues with friends, reading newspapers or magazines or news items, etc.?

A) Not at all
B) Somewhat
C) A few times
D) Significantly

100. How often have you been involved in the past year in volunteer work in your community (e.g., church group, coaching, candy stripers, political parties, etc.)?

A) Never
B) Once
C) A few times
D) Many times

101. As a result of your Social Studies program, how likely are you to become involved in issues affecting our planet and society?

A) Much more likely
B) More likely
C) Less likely
D) No change

ATTITUDES AND VALUES

102. How do you feel about the grade 10 Geography course?

A) Like it very much
B) Like
C) Neither like nor dislike
D) Dislike
E) Dislike very much

103. How much do you feel you are influenced by American television programs?

A) Very much
B) Somewhat
C) Slightly
D) Not at all

104. Citizens of other countries (American, British, Japanese, etc.) should be allowed to invest as freely in Canada as Canadians.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

105. Canada's population numbers close to twenty-six million people. Canada is over-populated.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

106. People from any country, regardless of race or religion, should be given consideration as possible immigrants to Canada.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

107. Farmers should be allowed to spray their crops against diseases and insects even if the sprays might be harmful to people years from now.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

108. In the past, much of Canada's wealth was obtained from the sale and export of vast amounts of raw materials. It makes sense to continue this practice.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

109. In northern regions where Native people are in the majority, they should have control of the economic development of the area.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

110. Large oil tankers should be allowed to cross through Arctic waters.

A) Strongly agree
B) Agree
C) Neither agree nor disagree
D) Disagree
E) Strongly disagree

111. Logging companies on the west coast should be allowed to cut trees on islands claimed by Native Pacific Indians.

A) Strongly agree
B) Agree
C) Neither agree nor disagree
D) Disagree
E) Strongly disagree

112. Southwestern United States requires more water than it has. Canada should sell water to the United States.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

113. Rich provinces should help poorer provinces by giving them money so that all Canadians have more or less the same standard of living.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

114. The following statement has been made concerning the Maritime Provinces of Canada.

"From a geographic and economic point of view, it would make better sense for the Maritime Provinces to join the United States than to remain as part of Canada."

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

115. Developments such as airports should be built on prime agricultural land?

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

116. Canada gives half of what the United Nations recommends for foreign aid. Canada should raise taxes to increase its contribution.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

117. Canadians should give up some of their high standard of living in order to help the poorer countries of the world.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

118. The gap between the rich and poor in Canada has widened. The Canadian Government should set policies which lessen the gap.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

119. In international affairs Canada is too closely linked with the policies of the U.S.A.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

120. Canada should take steps to reduce United States' influence over its economy.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

121. Canada should reduce its defence commitment or pledge with other nations (e.g., U.S.A., N.A.T.O.).

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

PLEASE GO ON TO PART THREE ON PAGE 48.

PLEASE GO ON TO PAGE 48.

PART THREE

ESSAY SECTION

Answer either TOPIC 1 on "The Agricultural Interior" OR TOPIC 2 on "The North" in essay format of 3-5 paragraphs (an introductory paragraph, elaborating paragraphs, and a concluding paragraph).

NOTE: The essay will be evaluated on how well you discuss the topic as well as on sentence structure, usage, and mechanics (punctuation, capitalization, and spelling).

TOPIC 1 **THE AGRICULTURAL INTERIOR**

Farming in the Agricultural Interior has experienced major problems related to the following factors:

a) climatic, b) environmental, c) economic.

How has any **ONE** of the above factors (a, b, or c) created problems in The Agricultural Interior recently? What solutions are there to the problems you have identified?

OR

TOPIC 2 **THE NORTH**

Resource Development in The North is associated with major problems related to the following factors:

a) climatic, b) environmental, c) economic.

How has any **ONE** of the above factors (a, b, or c) created problems in The North recently? What solutions are there to the problems you have identified?

NOTES FOR ORGANIZING ESSAY

BEGIN ESSAY ON NEXT PAGE

The Essay

Check the question and the factor you have chosen.

Check one only:

122. A. ☐ The Agricultural Interior B. ☐ The North

Check one only:

123. A. ☐ Climatic B. ☐ Environmental C. ☐ Social and Economic

ACKNOWLEDGMENTS

Items 44, 46, 52, 53, 62 and 70 - Headon, Fred, Continent of Contrast, published by Oxford University Press, 1985.

Item 43 - Kemball, W. G. (Ed.), Canadian Oxford School Atlas, 5th Edition, published by Oxford University Press.

Item 45 - Krueger, Ralph, Corder, Ray, Canada, A New Geography, 3rd Edition, Holt, Rinehart and Winston of Canada, Ltd., 1982.

Item 49 - Mallette, Phil, Winnipeg Free Press, April 24, 1981.

Items 2-6, 10, 11, 13-16, 23, 24, 27-36, 38, 39, 41, 47, 48, 50, 51, 54-56, 59, 65, 67, 68, 108 - Ontario Assessment Instrument Pool, Ministry of Education, Ontario.

Items 57 and 61 - Scarfe, Tomkins, Tomkins: A New Geography of Canada, W. J. Gage Limited, Toronto, 1963.

Items 69, 85-88, 91-93, 102, 104, 106, 109, 117, 119, 120 - Student Evaluation and Data Processing Services, Alberta Education.

Items 58 and 60 - Tomkins, Hills, and Weir, A Regional Geography of North America, (Manitoba Edition) published by W. J. Gage Limited, Toronto, 1966.

Item 66 - Tribune Media Services, Orlando. Reprinted in the Minneapolis Daily, July, 1982.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 10
MANUAL AND SCORING KEY

CONTENTS

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JUNE 1989

Manitoba Education

E R R A T A

SOCIAL STUDIES ASSESSMENT 1989

GRADE 10

MANUAL AND SCORING KEY

Please replace pages 11, 12, 13, 14 with the following attached pages.

Multiple Choice Answer Key (Corrected)

PART ONE: KNOWLEDGE (#2 - 37)

Item No.	Correct Answer	Subtest	Item No.	Correct Answer	Subtest
2.	B	I.1	20.	D	IV.2
3.	A	I.2	21.	A	IV.4
4.	A	I.2	22.	D	IV.4
5.	C	I.4	23.	A	V.3
6.	D	VI.1	24.	B	V.1
7.	D	II.1	25.	D	V.3
8.	A	II.3	26.	B	V.4
9.	B	VI.3	27.	A	V.4
10.	D	II.1	28.	C	VI.1
11.	C	II.2	29.	B	VI.1
12.	B	II.1	30.	B	VI.2
13.	A	III.1	31.	C	VI.1
14.	C	III.2	32.	A	VI.2
15.	C	III.2	33.	D	VIII.1
16.	B	III.2	34.	D	VIII.1
17.	B	III.3	35.	B	VIII.1
18.	A	IV.3	36.	A	VIII.3
19.	A	IV.3	37.	C	VIII.3

PART ONE: THINKING AND RESEARCH SKILLS (#38 - 70)

Item No.	Correct Answer	Subtest	Item No.	Correct Answer	Subtest
38.	B	I.1	55.	C	IV.3
39.	C	I.2	56.	C	IV.3
40.	D	I.4	57.	A	IV.3
41.	A	I.2	58.	A	IV.3
42.	D	I.2	59.	B	V.3
43	B	I.3	60.	C	V.1
44.	C	II.1	61.	A	V.1
45.	A	II.3	62.	C	V.3
46.	C	II.2	63.	C	VI.2
47.	A	III.2	64.	A	VI.1
48.	D	III.2	65.	C	VI.3
49.	D	III.3	66.	D	VI.4
50.	D	III.3	67.	A	VI.2
51.	D	III.2	68.	C	VIII.2
52.	B	III.3	69.	C	VIII.3
53.	C	III.1	70.	D	VIII.3
54.	C	III.2			

PART ONE: MAPWORK (#71 - 80)

Item No.	Correct Answer	Subtest
71.	A	I.1
72.	B	II.1
73.	A	IV.1
74.	A	IV.3
75.	B	II.3
76.	B	VI.3
77.	B	V.1
78.	D	I.2
79.	A	II.1
80.	A	II.2

PART TWO: SOCIAL PARTICIPATION (#81 - 101)

Item No.	Subtest
81.	
82.	
83.	
84.	
85.	
86.	
87.	
88.	
89.	
90.	All IX
91.	
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100.	
101.	

PART TWO: ATTITUDES AND VALUES (#102 - 121)

Item No.	Subtest
102.	IX
103.	I.1
104.	I.1
105.	I.3
106.	I.3
107.	II.5
108.	III.2
109.	III.3
110.	III.4
111.	IV.5
112.	IV.5
113.	V.2
114.	V.4
115.	VI.3
116.	VIII.3
117.	VIII.3
118.	VIII.3
119.	VIII.3
120.	VIII.3
121.	VIII.3

SUBTEST OF EACH TEST ITEM (Corrected)

ITEM NUMBER

CONTENT AREA	COGNITIVE			AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
I. OVERVIEW OF NORTH AMERICA					
I.1 Defining North America	2	38	71		103,104
I.2 The Physical Environment	3, 4	39,41,42	78		
I.3 The Population Distribution		43			105,106
I.4 Concept of a Region	5	40			
II. THE AGRICULTURAL INTERIOR					
II.1 Defining the Region	7, 10, 12	44	72,79		
II.2 The Soil Resource Base	11	46	80		
II.3 Agricultural Activities	8	45	75		
II.4 Other Economic Activities					
II.5 Current Issues					107
III. THE NORTH					
III.1 Defining the North	13	53			
III.2 Resource Base	14,15,16	47,48,51,54			108
III.3 The Peoples of the North	17	49,50,52			109
III.4 Current Issues					110
IV. WESTERN CORDILLERA					
IV.1 Defining the Region			73		
IV.2 Evolution of Mountains	20				
IV.3 The Resource Base	18,19	55,56,57,58	74		
IV.4 Other Economic Activities	21,22				
IV.5 Current Issues					111,112

(Continued next page)

SUBTESTS (Cont'd.)

ITEM NUMBER

CONTENT AREA	COGNITIVE			AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
V. ATLANTIC CANADA AND APPALACHIA					
V.1 Defining the Region	24	60,61	77		
V.2 Regional Economic Differences					113
V.3 Fishing	23,25	59,62			
V.4 Current Issues	26,27				114
VI. THE INDUSTRIAL HEARTLAND					
VI.1 Defining the Region	6,28,29,31	64			
VI.2 Industrialization	32,30	63,67			
VI.3 Urbanization	9	65	76		115
VI.4 Current Issues		66			
VIII. CANADIAN, CONTINENTAL, WORLD ISSUES					
VIII.1 Central America	33,34,35				
VIII.2 Energy		68			
VIII.3 Other Issues	36,37	69,70			116-119,120 121
IX. GENERAL				81-101	102

GENERAL TEST INFORMATION

TEST DATE: **choose any day(s) during the week of JUNE 5TH - 9TH, 1989.**

It is expected that students will write the test in one sitting of 100 minutes. However, if this is not possible, make the break after PART ONE.

TIME ALLOTMENTS - Total: 100 minutes

- Giving test directions to students - 10 minutes
- PART ONE (multiple choice): maximum 45 minutes
- PART TWO (multiple choice) and PART THREE (Essay): maximum 45 minutes

Note: The maximum time allowed for PART TWO is 20 minutes. Students may go to PART THREE (Essay) as soon as they have completed PART TWO. Each student should have a minimum of 25 minutes for the essay.

MATERIALS REQUIRED:

- Soft lead pencil and eraser for Parts One and Two
- Pen for Part Three
- Grade 10 Test Booklets
- Grade 10 Manual and Scoring Key
- Answer sheet for each student

INSTRUCTIONS FOR ADMINISTERING THE TEST

Note: You may pronounce a word for a student but you should not explain its meaning or provide any other assistance in clarifying questions.

1. Describe the length and purpose of the test to the students, by reading aloud to them the following:

   Students in grade 10 classes in Manitoba are writing this Social Studies test today. The purpose is to find out how well grade 10 students have learned some of the important ideas and skills in Social Studies. The results of this survey will be used to help improve Social Studies instruction in Manitoba schools. The questions in this test may be easy or they may be difficult for you. Regardless of the Social Studies program you have studied, it is important that you answer each question as carefully as you can. Doing the whole test requires 90 minutes.

2. Distribute the answer sheets. Students should **NOT** put their name on either the test booklets or sheets.

   Instruct students to:

   a) blacken the appropriate circle on the answer sheet to identify sex and grade (see sample answer sheet (side one) on page 15); and

   b) print their test booklet number in the "Special Codes" (boxes KLMNO on the answer sheet) and then to blacken the appropriate circles under the number on the answer sheet (see sample answer sheet).

PART ONE - Multiple Choice (45 minutes maximum)
(Knowledge - Items 2 - 37; Thinking and Research Skills - Items 38 - 80)

- Page 1 of the student test booklet is reproduced below. Go over the instructions with them.
- Inform students that if they wish to change an answer, they must erase their first choice completely. There is no penalty for guessing.
- When you are certain that students know how to use the answer sheet, ask them to turn to page 2 and begin PART ONE.
- Students are to stop after they have completed PART ONE (item 80).

THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH STATEMENT AND **ALL** THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER.

THE SAMPLE QUESTIONS ON THIS PAGE ARE TO BE ANSWERED ON THE SAMPLE SHEET BELOW. BLACKEN THE CIRCLE **BELOW** THE LETTER (A,B,C,D,E,) THAT CORRESPONDS TO THE ANSWER YOU HAVE CHOSEN. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THE FIRST CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION. EACH QUESTION MUST HAVE ONE ANSWER ONLY.

STUDY THE TWO SAMPLE QUESTIONS BELOW. THE FIRST ONE HAS BEEN DONE FOR YOU. YOU ARE TO DO THE SECOND ONE WITH YOUR TEACHER.

125. The capital of Canada is

A) Winnipeg.
B) Toronto.
C) Ottawa.
D) Montreal.
E) Vancouver.

126. The term that best describes Canada's political system is

A) parliamentary democracy.
B) capitalism.
C) dictatorship.
D) welfare state.
E) multiculturalism.

BEGIN ON THE ANSWER SHEET AT NUMBER 1.

SAMPLE ANSWER SHEET

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO - Multiple Choice and PART THREE - Essay (45 minutes maximum)
(Social Participation - Items 81 - 101;
Attitudes and Values - Items 102 - 121; and Essay)

- Instruct students to open their booklets to page 37. This page has been reproduced below. Read the information to your students and review with them the two sample questions for the Social Participation and Attitude and Value questions.

- Instruct students to answer the multiple choice items first and then to go on directly to the essay question. The maximum time for the multiple choice items is 20 minutes; this leaves at least 25 minutes for the essay. Inform students when 20 minutes of writing time has elapsed.

- Collect the booklets and answer sheets from the students after 45 minutes.

THIS PART HAS NO RIGHT OR WRONG ANSWERS. YOU ARE TO GIVE YOUR OWN OPINION OR TO STATE HOW OFTEN YOU BELIEVE CERTAIN THINGS HAPPEN.

THERE ARE TWO SAMPLE ITEMS BELOW. THE FIRST HAS BEEN DONE FOR YOU. THE ANSWER GIVEN IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION.

EACH QUESTION **MUST HAVE ONE ANSWER ONLY**.

127. How often do you read science fiction?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

128. Canada is the best country in the world.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

SAMPLE ANSWER SHEET

BEGIN ON THE ANSWER SHEET AT NUMBER 81.

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

COLLECTING AND RETURNING TEST MATERIALS

PROVINCIAL SAMPLE

- Verify that each student has indicated his/her sex, grade, and booklet number on the answer sheet and that the appropriate circles indicating the booklet number have been blackened.

- Place the completed answer sheets in the envelope provided and return them along with the test booklets to the Assessment Section of Curriculum Branch for scoring and analysis. Do not leave answer sheets inside test booklets.

- **Please note that these instructions are for the Provincial Sample only.**

FOR TESTS NOT INCLUDED IN THE PROVINCIAL SAMPLE

Responsibility for scoring other students' tests is at the local level. School divisions may request scoring assistance from the Department. Please follow these instructions if scoring services are requested.

1. All student answers should be coded onto the NCS answer sheets. Coding instructions for written answers are in this Manual.

2. It will be necessary to place a SCHOOL CODE on each answer sheet if school or division scoring is requested (not necessary for provincial sample). Each superintendent has been given the school codes for his/her division. Write the 8-digit school code in the identification boxes A to H of each student answer sheet. Blacken the appropriate circles below each box. This code identifies the school and division.

3. Each school should submit answer sheets, packaged by grade (not by individual classes) to the school division office.

4. The Superintendents are to request the scoring service from the Management Information Services. Answer sheets are to be submitted by grade for the division (not by school) to:

   Management Information Services
   Administration and Teacher Certification Branch
   Department of Education
   307-1181 Portage Avenue
   Winnipeg, MB.
   R3G 0T3

SCORING TESTS NOT INCLUDED IN THE PROVINCIAL SAMPLE

Scoring information is supplied on the following pages for those who test students who are not part of the provincial sample.

The Management Information Services will score NCS answer sheets for school divisions, on request. If your school division is requesting this service, code the essay response on each of the student answer sheets by following the outline below:

> The essay response will not be assessed in the traditional way by giving students so many marks for each point they make, and then giving some marks based on how well they have developed the points. Instead, the essays will be given a level, as outlined in the SOLO Taxonomy below and a separate mark for sentence structure and usage and another mark for mechanics. In effect, each essay will be given three different evaluations:
>
> #124 Solo Taxonomy level A B C D E
> #125 Sentence Structure/Usage A B C D
> #126 Mechanics A B C D
>
> In addition, indicate the topic in #122, A or B, and indicate the factor responded to in #123, A or B or C.

The SOLO Taxonomy - A Tool to Evaluate the Quality of the Essay Response

The following information comes from: Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome); John B. Biggs and Kevin F. Collis; Academic Press 1982 ISBN 0-12-097552-1

In their book, Evaluating the Quality of Learning: The SOLO Taxonomy, the authors, John B. Biggs and Kevin F. Collis have described a method of evaluating the quality of a written response, which can be applied to a variety of subjects.

It is this method which will be used to evaluate the students' essay responses.

The SOLO Taxonomy is a tool to analyze the quality of students' responses in an objective and systematic way. It assists teachers to discriminate between material which has been well learned from that which has been poorly learned, much in the same way as mature thought is distinguishable from immature thought.

The SOLO Taxonomy shows a close linkage between evaluation and instruction. It will also convey to students why they were evaluated in the way they were so that they might understand more clearly how they can improve their responses in the future. It provides a structure to help teachers make judgements about the quality of learning that has taken place in the classroom at a particular time.

There are four main dimensions used to evaluate the responses (Text, pp.26-28)

a) working memory capacity (refers to the amount of working memory, or attention span, that the different levels of SOLO require)
b) relating operation (refers to the way in which the response and the question interrelate)
c) consistency and closure (refers to making consistent conclusions so that there is no contradiction either between the conclusion and the data, or between different possible conclusions)
d) structure (refers to the level of response, resulting from the interaction of the above dimensions and whether the student uses irrelevant data, relevant data or related data, e.g., analogy, hypothesis, etc.)

The responses are assessed in the context of the above dimensions and given an evaluation of one of five levels (Text, p.25). Record the level you give each student in item 124 on the answer sheet.

Level 1 Prestructural A

The response uses irrelevant data or avoids the question, characterized by minimal knowledge and no elaboration.

Level 2 Unistructural B

The response uses primarily one relevant datum; characterized by minimal understanding with little elaboration, basically makes one point.

Level 3 Multistructural C

The response uses several relevant data, characterized by some understanding through the elaboration. However, the data is not interrelated and may be inconsistent. The student has found it difficult to come to a consistent conclusion.

Level 4 Relational D

The response uses several relevant data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, and makes a consistent conclusion.

Level 5 Extended Abstract E

The response uses several relevant and related data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, uses analogy hypothesis, or deduction and weighs the evidence. The conclusion can entertain alternative outcomes and therefore may not come to a definite closure.

The different levels are cumulative; each one adds something to the previous one. In reaching a particular level, all preceding levels are implied. The higher level responses incorporate the knowledge used at lower levels. If students have little or no background knowledge of a subject, they cannot use the concepts, skills, and discriminations necessary for relational and extended abstract responses. This may be true of even well motivated and highly intelligent students.

Note: The essay response is given the level in which it dominates. See Detailed Description of Each SOLO Taxonomy level, page 9.

Evaluating Writing Skills

SENTENCE STRUCTURE AND USAGE

Code on student answer sheet #125

No hard and fast rules can be set down for sentence structure. At times, a variety of sentence structures is appropriate to create and maintain reader interest. Sometimes repetitive patterns can create a desired effect. Sometimes, short, choppy sentences are appropriate to the topic and discourse; at other times, long, elegant structures are appropriate.

Usage refers to the "correctness" of the structures used by a writer. Difficulties in such areas as verb tense, verb agreement, pronoun reference and the like fall into the area of usage.

A. Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.

B. LOW: The sentence structures are little more than simple entences; a small number of structures are repeated throughout the paper so that the paper becomes boring or predictable. The author seems to have serious difficulties in presenting effectively constructed sentences.

C. MIDDLE: Although the writer seems to have control of a number of sentence structures, at times the structures are ambiguous or clumsy, or the writer may not have taken advantage of opportunities to create a positive effect in varying or repeating sentence structures. Grammatical errors do not detract from the impact of the answer.

D. HIGH: A positive effect is created by the author in the use of sentence structures. The writer seems to have control of a variety of structures and employs them effectively in communicating. Grammatically correct.

MECHANICS (punctuation, capitalization, spelling)

Code on student answer sheet #126.

A. Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.

B. LOW: Errors in capitalization, punctuation, and spelling substantially detract from the clarity or readability of the paper. The reader must stop and puzzle over words to figure out what they are or what the writer intended.

C. MIDDLE: Errors in capitalization, punctuation, and spelling may be present but do not perceptibly detract from the clarity or readability of the paper.

D. HIGH: In general, the writer capitalizes and punctuates correctly. Capitalization and punctuation are used to make the writing clear and readable. Spelling attracts little or no attention. If errors in mature words do appear, they reflect meaningful "guesses" at the words being used.

Detailed Description of Each SOLO Taxonomy Level
(Adapted)

Level 1 Prestructural

- **Student avoids answering the question.**
  - begs the question
  - repeats words from the question
  - restates the question
  - content is irrelevant, inaccurate, or inappropriate in the context of the question
  - response is not logical
  - uses irrelevant, personally based data
  - responds on an emotional basis (evidence inaccurate)

- **Student demonstrates very minimal knowledge and almost no elaboration of the problem.**
  - little or no intention to grapple with the question
  - fails to relate answer to question; response is confused with question
  - rapid conclusion or closure which is irrelevant to question. (Rapid closure involves selecting only one or very few features before coming to a decision, which inevitably results in a low level of response. High levels are not possible without careful consideration of all data.)
  - closes without even seeing the problem

Level 2 Unistructural

- **Student bears the question in mind while answering, and relates the question and the response with at least one logical datum, fact, or point.**
  - response to the question linked by one relevant fact
  - identifies one problem to support the answer
  - basically makes a single point
  - answer based on a single reason that dominates the evidence
  - selects one relevant datum and closes on that
  - correctly drawing a general conclusion from one relevant fact
  - relates one relevant datum to the question

- **The student demonstrates only minimal understanding of the problem through the elaboration of the content.**
  - response is marked by a quick conclusion or closure which is relevant to the question. (some elaboration)
  - elaboration can identify two relevant data, but be quite inconsistent with each other and therefore prevent a logical conclusion
  - no felt need for consistency, jumps to a conclusion on one aspect

Level 3 Multistructural

- **Student answers the question using several relevant facts linked to the question but not to each other.**
  - uses a number of facts to support the problem identified. There may be some inaccuracies.
  - selects two or more relevant data, but ignores their relationship
  - typically contains "...and...and...and so...and also..."
  - bases a decision on two unrelated but relevant facts
  - facts are linked to the question but not to each other
  - problems are not really integrated
  - "generalizes" only in terms of a few limited and independent aspects

- **The student demonstrates an understanding of the problem through the elaboration of the content but does not interrelate it.**
  - closure is determined when several aspects of the problem are perceived, but since these aspects are not interrelated, inconsistency may result
  - student may recognize inconsistencies in data but is unable to resolve them or makes only a partial integration of the data
  - responses typically show that the student sees a number of factors operating together, but has not shown their interrelationship
  - response hints at relational thinking but this has not been developed
  - response can come to different conclusions with same data

Level 4 Relational

- **Student answers the question using relevant information and integrates it.**
  - uses a number of facts to support the answer and shows their interrelationship
  - response to the question interrelates several relevant facts
  - supports the response with examples
  - response interrelates the concepts
  - response indicates that a number of factors are being taken into account and are being related to each other
  - response is consistent within the context of the question (may be inconsistent, however, when the response goes outside the context of the question)

- **The student demonstrates the ability to generalize the problem to show its effects.**
  - sees all the aspects of the problem and then interrelates them to make a coherent whole (generalization)
  - response gives an overall concept or principle that accounts for the various isolated data that the multistructural response contains and correctly draws a conclusion
  - response illustrates that the student is capable of analyzing the problem but the response may still require some closure
  - the student responding at the relational level uses the data (studied) and perhaps some personal concrete experience to form generalizations

Level 5 Extended Abstracts

- **The student demonstrates the ability to present a reasoned argument combining the problems in a comprehensive conclusion.**
  - student has stated the problems and given the necessary evidence to support the answer (well structured - no inconsistencies)
  - student has defined the problem within a frame of reference and drawn a qualified conclusion
  - student does not make an immediate closure but rather weighs the evidence
  - student holds the problem open while considering the evidence
  - conclusion held open, or qualified, to allow possible logical alternatives

- **The student demonstrates the ability to generalize aspects of the issue that were not presented in the question, but which are conceptually relevant.**
  - response goes beyond a general conclusion from particular data and introduces a logical deduction, i.e.,
    - -- student introduces an abstract principle not obvious from the study
    - -- student tests the deduction
    - -- student might introduce an analogy that is compatible
    - -- student might indicate that the outcome may be different under different circumstances
    - -- can generalize to situations not experienced
  - response to the question takes up relevant data and their interrelations and classifies them under a logical assumption
  - response can entertain alternative outcomes (is not forced, as are the other levels, to come to a definite closure or conclusion)

Note:

The different levels are cumulative: each one adds something to the previous one: (p.173)
A unistructural response is a prestructural response plus a logical link between the question and the response.
A multistructural response is a unistructural response plus at least one other relevant aspect.
A relational response is a multistructural response plus an overriding linking concept.
An extended response is a relational response plus a logical principle.
(One needs to think about more things at once in order to make a relational or extended abstract response than one does to make a unistructural response.)

Multiple Choice Answer Key

PART ONE: KNOWLEDGE (#2 - 37)

Item No.	Correct Answer	Subtest	Item No.	Correct Answer	Subtest
2.	B	I.1	20.	D	IV.2
3.	A	I.2	21.	A	IV.3
4.	A	I.2	22.	D	IV.3
5.	C	I.4	23.	A	V.1
6.	D	I.4	24.	B	V.1
7.	D	II.1	25.	D	V.3
8.	A	II.3	26.	B	V.4
9.	B	II.3	27.	A	V.3
10.	D	II.1	28.	C	VI.1
11.	C	II.1	29.	B	VI.1
12.	B	II.1	30.	B	VI.2
13.	A	III.1	31.	C	VI.1
14.	C	III.1	32.	A	VI.1
15.	C	III.1	33.	D	VIII.1
16.	B	III.2	34.	D	VIII.1
17.	B	III.2	35.	B	VIII.1
18.	A	IV.4	36.	A	VIII.1
19.	A	IV.4	37.	C	VIII.3

PART ONE: THINKING AND RESEARCH SKILLS (#38 - 70)

Item No.	Correct Answer	Subtest	Item No.	Correct Answer	Subtest
38.	B	I.1	55.	C	IV.1
39.	C	I.1	56.	C	IV.2
40.	D	I.4	57.	A	IV.3
41.	A	I.2	58.	A	IV.3
42.	D	I.2	59.	C	V.3
43	B	I.3	60.	C	V.1
44.	C	II.1	61.	A	V.1
45.	A	II.3	62.	C	V.3
46.	C	II.2	63.	C	VI.1
47.	A	III.1	64.	A	VI.1
48.	D	III.1	65.	C	VI.4
49.	D	III.3	66.	D	VI.4
50.	D	III.3	67.	A	VI.2
51.	D	III.2	68.	C	VIII.2
52.	B	III.2	69.	C	VIII.3
53.	C	III.1	70.	D	VIII.3
54.	C	III.1			

PART ONE: MAPWORK (#71 - 80)

Item No.	Correct Answer	Subtest
71.	A	I.1
72.	B	II.1
73.	A	III.1
74.	A	III.2
75.	B	II.3
76.	B	VI.1
77.	B	V.1
78.	D	I.2
79.	A	II.1
80.	A	II.2

PART TWO: SOCIAL PARTICIPATION (#81 - 101)

Item No.	Subtest
81.	VI 2
82.	IV 3
83.	II 4
84.	III 3
85.	II 4
86.	VI 4
87.	II 3
88.	II 5
89.	II 2
90.	I 4
91.	II 3
92.	II 2
93.	IV 3
94.	II 3
95.	IV 5
96.	V 4
97.	VIII 3
98.	VIII 3
99.	VIII 3
100.	VIII 3
101.	VIII 3

PART TWO: ATTITUDES AND VALUES (#102 - 121)

Item No.	Subtest
102.	IX
103.	I 1
104.	I 1
105.	I 3
106.	I 3
107.	I 3
108.	III 2
109.	III 2
110.	IV 4
111.	IV 5
112.	IV 5
113.	V 2
114.	V 4
115.	VI 3
116.	VIII 3
117.	VIII 3
118.	VIII 3
119.	VIII 3
120.	VIII 3
121.	VIII 3

SUBTEST OF EACH TEST ITEM

CONTENT AREA — ITEM NUMBER

	COGNITIVE			AFFECTIVE	
	THINKING AND RESEARCH SKILLS	KNOWLEDGE	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
I. OVERVIEW OF NORTH AMERICA					
I.1 Defining North America	38,39	2	71		103,104
I.2 The Physical Environment	41,42	3, 4	78		
I.3 The Population Distribution	43				105,106,107
I.4 Concept of a Region	40	5, 6		90	
II. THE AGRICULTURAL INTERIOR					
II.1 Defining the Region	44	7,10,11,12	72,79		
II.2 The Soil Resource Base	46		80	89,92	
II.3 Agricultural Activities	45	8, 9	75	87,91	
II.4 Other Economic Activities				83,85	
II.5 Current Issues				88	
III. THE NORTH					
III.1 Defining the North	47,48,53,54	13,14,15	73		
III.2 Resource Base	51,52	16,17,20	74		108,109
III.3 The Peoples of the North	49,50	21,22		84	
III.4 Current Issues		18,19			110
IV. WESTERN CORDILLERA					
IV.1 Defining the Region	55	23,24			
IV.2 Evolution of Mountains	56				
IV.3 The Resource Base	57,58	25,27		82,93	
IV.4 Other Economic Activities		26			
IV.5 Current Issues				94	111,112

(Continued on next page)

SUBTESTS (Cont'd.)

CONTENT AREA — ITEM NUMBER

	COGNITIVE			AFFECTIVE	
	THINKING AND RESEARCH SKILLS	KNOWLEDGE	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
V. ATLANTIC CANADA AND APPALACHIA					
V.1 Defining the Region	60,61		77		
V.2 Regional Economic Differences					113
V.3 Fishing	59,62				
V.4 Current Issues				96	114
VI. THE INDUSTRIAL HEARTLAND					
VI.1 Defining the Region	63,64	28,29,31	76		
VI.2 Industrialization	67	32,30		81	
VI.3 Urbanization					115
VI.4 Current Issues	65,66			86	
VIII. CANADIAN, CONTINENTAL, WORLD ISSUES					
VIII.1 Central America		33,34,35,36			
VIII.2 Energy	68				
VIII.3 Other Issues	69,70	37		97-101	116-119,120 121
IX. GENERAL					102

NOTE: The classification of these questions (especially cognitive questions) is inevitably arbitrary in some cases. Teachers should check for cases of overlap or duplication.

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, MI)

STUDENTS SHOULD NOT FILL IN THESE CIRCLES.

SEX

GRADE OR EDUC

BIRTH DATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO	DAY	YR	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
													0	0	9	5	6	
Jan	0	0	0	0	0	0	0	0	0	0	0	0	0	●	●	0	0	0	0
Feb	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mar	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Apr	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
May		4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
Jun		5	5	5	5	5	5	5	5	5	5	5	5	5	5	●	5	5	5
Jul		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	●	6	6
Aug		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Sep		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Oct		9	9	9	9	9	9	9	9	9	9	9	9	9	9	●	9	9	9
Nov																			
Dec																			

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
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Appendix 16

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Date Filmed

March 29, 1991